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ABSTRACT

This booklet reviews reading research that was reported in Great Britain during 1974. The introductory pages highlight research on reading standards and tests, dyslexia and specific reading difficulties, remedial reading instruction, and reading as it relates to language. Annotated items listed include reading research reported in articles or books, articles on reading, books on teaching reading and developing reading tastes, booklets and brochures on reading, and reading research projects in progress. (RL)

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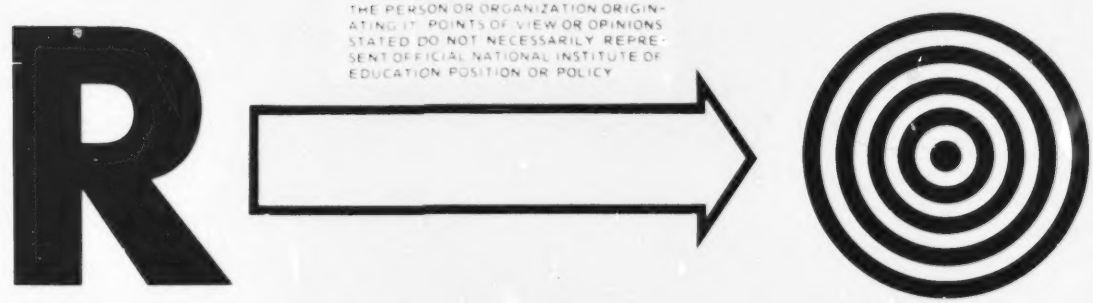

READING RESEARCH 1974

ELIZABETH J. GOODACRE

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SURVEY OF READING RESEARCH, 1974

Introduction

This survey is written during January, so it is not always possible to include references to the December issues of some journals, if these are delayed for any reason. This year we seem to be up to date with such references, but there are some books which seem to have been delayed or still be in the 'publishing pipe-line' as we go to press. For instance one major source of research papers not available yet and therefore to which I have not referred, is the proceedings of the Tenth Annual Conference of UKRA held at Sheffield in 1973. Alternatively, two School Council publications dated 1975, held press conferences in December 1974, but references to these are being kept until the 1975 review.

Reading Standards and Tests

Last year saw the publication of some half dozen surveys of reading attainment, but 1974 produced only one such report, of the standards in Aberdeen, and in fact, these results had already appeared in print during the previous year and were referred to in the 1973 **Reading Research** review.

Two articles queried the use of the reading attainment or achievement quotient. Yule and his colleagues, using data from the Isle of Wight survey and studies in certain parts of the London area, presented empirical findings on the distribution of over- and under-achievement in reading in four particular age groups. They showed that reading achievement does not exactly parallel IQ at all levels of intelligence and they considered that over- and under-achievement would be best defined in terms of a regression equation based on IQ scores. Defined in this way, reading ability followed a generally normal distribution, over- and under-achievement occurring with roughly the same frequency. However departure from normality at the extreme lower end of the distribution curve was such that gross under-achievement in reading occurred at well above the expected frequency. The writers saw this as evidence of the existence of a meaningful group of children with specific retardation, not explicable in terms of merely being the bottom of the continuum the view expressed in the Tizard Report.

Vincent also discussed the problems associated with reading quotients, and how children are designated as 'under-achievers'. The writer criticised the wide use of 'reading ages' as he believed there tended to be ambiguities in the methods of calculating and determining average 'reading ages', and he thought that too often 'Reading Age' was considered as a fixed property by teachers and parents rather than as an estimate of the pupil's standard relative to the time of testing, and the particular test used. For instance, in using standardised tests, information about the standard error probably helps the tester to realise that the particular measure provides an approximation of the pupil's reading skill, which is based on a limited sampling of their total reading behaviour related to various motivational factors.

Teachers' ability to understand and use reading tests was the subject of two other articles. Burden described a study using Exeter Middle schools, planned in three stages which surveyed the schools' reading standards to find the pupils in need of remedial reading help, and at the same time deliberately created opportunities for the teachers in the schools concerned to understand intelligence, reading and diagnostic tests. Pumfrey used an LEA survey to find out more about the opportunities provided by the School Psychological and Remedial Education Services to provide courses and printed information on the use of tests for their teachers. About two thirds of LEAs claimed to have provided courses during the previous year, and about a third produced information. Pumfrey felt that considering the size of the teacher population in the LEAs surveyed, the promotion of more sophisticated uses of reading tests was somewhat limited and that this was an area of development for in-service education. Moorehouse and Yule

carried out a comparison of the Neale and Daniels and Diack Reading Test I., and found that the tests were measuring substantially the same skills. The writers also had scores for Schonell's G.W.R. test, and in their correlations reported that for a three month period there was a test-retest correlation of 0.99, although the mean RA of the children progressed 0.7 in the three months. They concluded that the frequent use of word recognition tests such as the Schonell test "is hard to justify", but presumably the popularity of these tests is likely to be related to teachers' unsophisticated use of reading tests, as noted by Pumfrey and by Vincent.

Collins, known for his work on the effectiveness of different types of remedial provision, in a reported lecture to remedial teachers, criticised a number of diagnostic and reading attainment tests, stressing the value of observation and criterion-referenced measures in the remedial situation.

Spooncer, interested for some time in the relation between 'formal' reading scores and those on a cloze type test, reported on trials with primary school children. Using the Daniels and Diack Test of Reading Experience and passages from history books for the cloze procedure, he found the average cloze passage score increased fairly steadily in relation to increases in verbal reasoning scores, suggesting that both sentence and verbal scores contributed to the cloze score. Neville and Pugh used parallel forms of the GAP test of silent reading comprehension as tests of reading and listening respectively, and compared pupils' errors on the two test forms. They reported that the scores on the listening tests were significantly lower than those on the reading test form, and significantly fewer responses were made when the test was given in the listening form.

Tests newly published during the year were the **Gapadol Reading Comprehension test (Heinemann Educ.)** (7.3 – 17.0 years) and **Thackray's Reading Readiness Tests** (ULP). Also during the year the NFER produced a pamphlet TIS/45:01 which gave new norms for the Schonell G.W.R. test and Burt's (Rearranged) Word Reading test based on data from some 6,000 Cheshire children aged 4.11 to 11.0 years. The Centre for the Teaching of Reading published another test evaluation report, this time of three group tests for use in the secondary school. The report's author, Mrs. Nichols, also discussed ways of looking more critically at reading tests, and particularly considered the point of test 'sensitivity'; i.e. what a particular test asked of a child in order for them to score a specific reading age. She also reported that pupils differed in performance on the different reading tests, although they were all three ostensibly tests of silent reading comprehension, 54% of the pupils having results in more than one attainment category. (5 used).

Dyslexia and specific reading difficulties

Miles and Wheeler drawing upon their observations and experience with dyslexic children suggested that the orientation and directional difficulties so often characteristic of these children, was a particular manifestation of a more general limitation, the inability to retain a complex informational 'load' over a period of time. They concluded that too much attention had been given to cerebral dominance and although not denying its importance, they considered the information 'load' capacity of dyslexic children limited by reason of a constitutional abnormality of some kind, and that more progress would be made if research concentrated on the complexity of stimulus material in relation to different time-intervals over which such material could be recalled by such children. Newton and Thomson describing the pattern of presenting symptoms which they believed could identify dyslexic children and which they have used in designing the instrument known as the Aston Index, refer to these as constituting a 'category' of behaviour which appears to be related to "an underlying psycho-motor organisation not favouring the acquisition of consistent ordered symbolic learning". The Aston Index is in the process of being validated and the predictive data as to its effectiveness is to come from a longtitudinal study lasting several years. To return to the subject of cerebral dominance, Annett and Turner in a study of laterality and the growth of intellectual abilities reported there was a slight excess of left-handed children at the lower end of ability,

but this was not statistically significant. Examining a group of children with specific reading disability (RQ 30 points or more below vocabulary IQ) they found that the proportion of left handers was more than twice as high as that of right handers, although the difference was only at the 5% level of statistical significance. Nelson and Warrington looking at spelling retardation found evidence of reading retardation rather than spelling retardation being associated with verbal IQ decrement, and that those pupils retarded in both spelling and reading seemed to have an underlying language deficiency, in comparison with those pupils only retarded in spelling where the underlying mechanism remained unclear. Frith carried out a study with different groups, adults and children, on the schemata for letters, and found that good and poor readers at seven and at twelve showed different effects of schemata. It seemed possible that the poor readers as younger children failed to have strong enough letter schemata, but as older children the schemata was stronger than in good readers. Although no information is given on the type of teaching the older 'poor' readers had received it would seem possible that as a generalisation poor readers in comparison with better readers as young children do not attend sufficiently to letter differences but as older readers they may have become so fixated on letters and word recognition clues that this slows down their ability to 'chunk' information in visual processing. Marcel with a study of slow and fast readers, found evidence that the faster readers (at eleven and among the adults) seemed to have developed a sophisticated form of guessing strategy, which allowed them to read for meaning rather than for specific printed words. These studies would seem to add to the accumulating information on the developmental nature of the reading skill.

Remedial Provision

Lawrence and Blagg reported a study of four treatment groups using counselling and reading games, and found the children following a programme using both components did better. Lawrence reported this and other studies involving counselling in his book **Improved Reading Through Counselling.** The claims for this type of remedial provision need to be examined very carefully especially in the light of Moorehouse and Yule's comments on the use of the Schonell G.W.R. test and the mean reading age improvement of 0.7 years in three months for ordinary children in their study, and the gains quoted in the Lawrence studies, for periods of three to five months. Limmer et al. using a questionnaire survey reported on teachers' opinions regarding the most effective use of remedial teachers in their schools, and factors helping or hindering children's reading progress. Haviland looked at the provision for adult illiterates, and concluded that although programmes had increased rapidly, especially during the last five or six years, there was still a great need for more provision and also for training for tutors concerned with this work.

Language and Reading

Francis reported a study of infant children's social background and speech in relation to learning to read. She found that reading ability as related to scores on the Schonell G.W.R. test was associated with the factor of oral vocabulary but not with speech structuring skill, which she considered was 'generally adequate' in both groups to support reading. She suggested that school reading schemes covered the vocabulary of middle rather than working-class children, although the study does not describe the reading scheme or methods used in the two schools taken to be representative of different social backgrounds.

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RESEARCH REPORTED IN ARTICLES OR BOOKS

ANNETT, M. and TURNER, A. (1974) 'Laterality and the growth of intellectual abilities' **Brit. J. Educ. Psychol.**, 44 (1), p. 37-46.
Random sample of right-handed children and a population sample of left-handed (over 100 in each group) assessed for vocabulary, drawing, maze tracing and laterality of hand, eye and foot. Reading Quotients available for 145 (Head teachers using 'standardised' tests and recorded for each child at 8 years and over). CA = 5 - 11 years. Compared the ability of the laterality groups over total samples and found no significant differences. Then assessed laterality of children at the lower end of ability distribution and found a slight (NS) excess of left-handers. Suggests that children without the special facility of the majority will always be a challenge to teachers, because they have to be taught things which the majority do not. Suggests an analysis of what has to be taught might provide clues as to the differences in language organisation between those with and without the special language facility or right shift factor.

AZAM, R. (1974) 'Differences in personality and degree of adjustment in good and poor readers: A review', **Rem. Educ.**, 9 (1), p. 35 - 39.
Surveys the literature on reading failure and maladjustment, and concludes that reading failure can cause anxiety but maladjustment can also but not necessarily lead to reading disability. Reported that research used different definitions of reading backwardness, emotional states; also different measures used. Discusses personality characteristics of poor readers, reading failure as a cause of maladjustment and maladjustment as a cause of reading failure. Reports findings of his own study with sample of 50 boys, (25 good, 25 poor readers on Schonell G.W.R. test), 'mainly 3rd year juniors', mean CA = 9.10, matched on SE variable. Significant differences between groups on Ravens coloured matrices. Found that 36% of poor readers were maladjusted (BSAG), none among the good group; the poor readers were higher on 'restlessness' syndrome. Using a sociometric test, more poor readers were accepted by their peers than good readers. Using Cattell's CPQ, no significant differences. Decided that the picture of readers' personality differs according to the measure used.

BURDEN, R.L. (1974) 'Teaching teachers about reading problems: the need for involvement at every level', **Rem. Educ.** 9 (3), p. 132-134.
Describes a small-scale survey using 7 Exeter Middle Schools, planned in 3 stages. First stage used trainee educational psychologists to demonstrate to at least one teacher in each school, the use of the Young Reading test and Non-Readers Intelligence test. Second stage, all children whose RA two years less than their CA were tested using Bender-Gestalt Test to investigate possibility of visual-motor problems, and Wepman Test (auditory). 148 children; CA = 8.1 - 12.0, RA below 6 to 9.1. There were 87 children 18 months or more behind in RA. Of these, 56% visual motor skill difficulties 64% auditory problems, 37% both auditory and visual-motor; 19% neither disabilities; 32% possibly in need of special education provision i.e. more than 80% of the poor readers had auditory and visual/motor deficiences. Third stage, group of trainee teachers spent one afternoon a week for a term making and using appropriate games to develop these missing skills, and the children's teachers also attended an out of school course on how to help these pupils. No details of effectiveness of these measures.

FRANCIS, H. (1974) 'Social background, speech and learning to read', **Brit. J. Educ. P sychol.**, 44 (3), p. 290-299.
Sampled the speech of 50 (30G. + 20B) infant children using a story recall task and used this to measure the structural complexity of language used; also standardised vocabulary test (Standard Binet given at 7.3) and Schonell G.W.R. test scores. Children from two schools in different parts of Leeds (no information on school reading methods). Children seen at six monthly intervals; 5.9; 6.3; 6.9 nad 7.3. Speech of working-class children less well developed than middle-class, but at each testing the difference lay in the frequency of use of various complex forms and not in their absence. Also differences within the two social groups considerable. Found that reading ability (as measured on Schonell) was related more to vocabulary skill than speech structuring skill. Considered the latter was 'generally adequate' in both groups to support reading, but suggests that school reading books tend to use the vocabulary of middle class rather than working-class children.

FRITH, U. (1974), 'Internal schemata for letters in good and bad readers', **Brit. J. Psychol.**, 65 (2), p. 233-241.
Children various reading age levels and adults copied and reversed graphic symbols either normal letters (capital forms), mirror-reversed or letter-like shapes. Looking at reversed letters hardly affected performance, but producing them decreased speed, increased errors substantially. This was found to be the case also when the less preferred hand was used, so more than just muscle movement believed to be involved. Suggested that internal schemata for letters acquired when learning to read (necessary to recognise letter shapes within variations related

to writing or print forms). Found effect of schemata for letter orientation shown by 7 year old good readers (N9), much less extent by the poor readers (N9). On the other hand, the 12 year old poor readers (N7) showed an effect of schemata greater than good readers (N7). Suggested that 'young' poor readers have a weak schemata letter forms, 'older' poor readers too dominant a schemata. Reading ability was 'assessed by the teachers'. Total sample, divided into three age groups was 66 (sex composition not given).

GRANT R. (1974) 'When the speed of the tape deceives the eye', **Times Educ. Supp.**, p. 29, issue 6.12.74.
Study of the effect of changes in speed of taped reading material on children's ability to follow the material being read aloud. (N = 80; CA 5.0 - 11.6 years) Used the first two passages of A, B and C of Neale Analysis recorded at beginning speed of 48 words per minute to 120 for the fifth and sixth passages, the latter read with expression. Found the children with RA less than 6 (Schonell G.W.R. test) could only follow a taped script at a fairly slow speed and one which spaced words regardless of expression. At RA 6½ some cognitive skills seemed to develop which enabled children to follow tapes recorded at normal speech speeds. Need for research into this stage to find out why and how this happens. Suggests Language Master standard cards for use with children with RA less than 6½, should use a minimum of 8 words; for beginners and/or non-readers 4 words the maximum.

HAVILAND, M. (1974) **Survey of Provision for Adult Illiteracy in England.** Published and available from the Centre for the Teaching of Reading. 68 pages. £0.50. 0 7049 0294 X Directory of Programmes available at £0.50.
Survey of some 200 adult literacy programmes, about half operated by LEAs and about a third in prisons and borstals. (66% return, postal survey). Increase in provision of programmes since 1950, particularly rapid increase since 1967. Half the programmes were for less than 50 adults though, and more than half the groups were larger than six in number; i.e. classes. About half the tutors were volunteers, and about half the programmes provided no training for their tutors.

LAWRENCE, D. and BLAGG, N. (1974) 'Improved reading through self-initiated learning and counselling', **Rem. Educ.** 9 (2), p. 61 - 63.
Account of four treatment types used with remedial Junior school pupils; I. individual counselling from non-professional; II same but followed by Blagg Games project; III. Blagg Games project only; IV use of non-reading games of own choice, without supervision. Eight treatments over 4 months. Sign. difference in favour of group II; whose average gain was 10 months RA. Size of groups were six, RA range 5.9 - 7.10 – title of test not given.

LAWRENCE, D. (1974) **Improved Reading Through Counselling,** Ward Lock Educational, 80 pages, £1.10. 0 7062 3189 7. £1.95 0 7052 3158 9.
Book describes several small scale studies carried out in Somerset primary schools by the author who considers that too much emphasis may have been placed on attacking remedial children's deficient mechanical reading skills and not enough attention paid to their personal and emotional problems which interfere with their ability to benefit from reading instruction. Four treatments were involved using a trained councellor and untrained auxillary helpers. Each treatment group consisted of twelve children (8B + 4G) matched on CA, sex and MA (Sleight Non-verbal Intell. Gr.Test), and RA (Schonell G.W.R. test). Treatment lasted approximately two terms. Results, based on comparisons of average group gains allowing for gains in relation to length of treatment favoured the councelled groups. The Blagg Games Project mentioned in the above article described in greater detail (pages 40 - 42). This is a series of games designed to help poor and/or initial readers (5 - 11 years) learn without risk of failure, which can be used as a remedical programme after counselling treatment.

LIMMER, W.W. et al. (1974) 'Remedial reading: a survey in North Bedfordshire', **Reading,** 8 (2), p. 33 - 39.
Questionnaire circulated to schools (type not specified) in this county with questions on theory and practice. Schools seemed to prefer school based remedial staff, considered class not sufficiently small to eliminate the need for some remedial provision, and it was most effective when this could be given on a daily basis.

MARCEL, T. (1974) 'The effective visual field and the use of context in fast and slow readers of two ages', **Brit. J. Psychol .,** 65 (4), p. 479 - 492.
Study of the amount read from the second of two successive fixations, in adults before and after a speed-reading course, and in fast and slow 11 year olds, as a function of contextual restraint. The faster readers benefitted more from increased contextual constraint, and errors (related only visually to the material displayed) decreased with increased constraint. Errors that were both graphically and grammatically similar, increased more in the faster than the slower readers. Concluded that more effective use of context allows more use of the visual field in two ways; with greater contextual priming, less sampling of the visual information necessary for word recognition, allowing more capacity for visual periphery. Also faster children but not adults, showed an advantage even in

sequences without contextual constraint. Mentions a type of semantically related error found in the fastest readers, children and adult, which suggests the operation of a sophisticated guessing strategy. Errors while not visually similar, are appropriate semantically to the original. e.g. Stim: . .hillside where there were several people. Resp. : hillside where th. . some men. Sample: 36 undergraduates; 48 children from one school, CA10.5 - 11.5, divided into two groups (fast and slow) on basis of scores on NFER EH3 (Bate) test-reading continuous prose at speed.

MOOREHOUSE, A.J. and YULE, W. (1974) 'A comparison of Neale and the Daniels and Diack reading tests', **Reading**, 8 (3), p. 24 - 27.
Used 32 children aged 8.4 - 9.3 (16B+16G) from one class in a working-class school in South London, divided into two groups, each of 8 boys and 8 girls, and tested them on the two tests in the title; also Schonell G.W.R. test scores available when test given three months apart. Average RA means on the three tests were significant in regard to differences, but inter-correlations showed all three tests were measuring substantially the same skills. Neale Accuracy and Comprehension correlated 0.84. Schonell scores 3 months apart, 0.99. Neale (Accuracy) and Daniels and Diack test I was 0.85; Neale (Comprehension) and D. and D., 0.79. Neale (C) and Schonell = 0.82; Neale (A) and Schonell = 0.97. Noted that children's scores progressed 0.7 years in three months on the Schonell, although the test-retest correlation between the two administrations of this test was 0.99.

NELSON, H.E. and WARRINGTON, E.K. (1974) 'Developmental spelling retardation and its relation to other cognitive abilities', **Brit. J. Psychol.**, 65 (2), p. 265-274. Account of two investigations of children aged 8 - 14 years attending the Psychology Department of the National Hospital, London. First study confirmed the findings of an earlier study regarding the relationship between WISC verbal-performance IQ discrepancies and reading and spelling retardation; the degree of verbal IQ decrement being much more strongly associated with degree of reading retardation than spelling. (N = 82). Second analysed spelling errors made by those children who were spelling retardates only, and those both reading and spelling retardates. Results suggested underyling some cases of spelling and reading retardation was a more generalised language deficiency, but the mechanism(s) underlying poor spelling only, remained unclear. (N = 71).

NEVILLE, M.H. and PUGH, A.K. (1974) 'Context in reading and listening: A comparison of children's errors in cloze tests', **Brit. J. Educ. Psychol.**, 44 (3), p. 224-232.
Used 66 children (40G+ 26B) aged 7.10 - 10.9 in one Yorkshire school, grouped into two groups who were given 'parallel' forms of the GAP Comprehension test of silent reading as a reading test and then as a listening test with 10 second gaps in the recording for the missing words. Children recorded missing words on numbered answer sheets for the listening test. Also had children's scores on NFER Reading Test AD. Found that scores for listening tests for both groups were significantly lower than reading scores. Also, significantly fewer responses made when test was given as a listening comprehension test. Analysis of errors made showed that 44% were syntactically appropriate when the test read, 37% when listening. Reported correlation 0.8 between Reading Test AD and Gap Reading Comprehension test.

NISBET, J. et al. (1974) 'Reading standards in Aberdeen', **Educ. Res.**, 16 (3), p. 172-175.
The 1962 reading survey in Aberdeen was repeated in 1972 with 99% coverage of the age groups, 8 and 11 years, using measures of reading comprehension. (NFER Reading Test AD and Test NS6). Results (also see **Reading Research, 1973**) showed that standards were essentially unchanged over the ten years period, but analysed separately by social class, children from semi- and unskilled families average performance at 11, clearly and seriously below that of the equivalent age group ten years earlier. Means for the girls were higher than boys at 8, but at 11 boys higher, in both 1962 and 1972.

PUMFREY, P.D. (1974) 'Promoting more sophisticated use of reading tests: a national survey', **Reading**, 8 (1), p. 5-13.
Survey to discover the opportunities provided by School Psychological and Remedial Educational Services for teachers to attend courses on, and to obtain information about, the uses and limitations of reading tests. (LEA response = 96%) Found that about two thirds had provided courses during the last year, and about a third pamphlets about testing, often in relation to the courses. Counties appeared to be more active than county boroughs.

SPOONCER, F. (1974) 'Hanging out the cloze line', **Reading**, 8 (2), p. 19-26.
Writer describes the cloze procedure and then an account of trials with children (4th year Juniors) to investigate the relationship between 'formal' reading score, and score on the cloze test. For ther former he used Daniels and Diack Test of Reading Experience, and the cloze material consisted of passages from Unstead's **Looking at History** Books 1, 2 and 4. Results were related to Moray House Intell. scores. The average cloze passage score increased fairly steadily in relation to increases in verbal reasoning, suggesting that both sentence completion and verbal reasoning scores contribute to cloze scores.

YULE, W. et al. (1974) 'Over- and Under-Achievement in reading: Distribution in the general population', **Brit. J. Educ. Psychol.**, 44 (1), p. 1-2.
Empirical findings presented on the distribution of over- and under-achievement in reading in five populations encompassing four age groups (9, 10, 11 and 14 years) in the Isle of Wight and parts of London. Showed that reading achievement did not exactly parallel IQ at all levels of intelligence, confirming the inappropriateness of the reading achievement ratio (RQ), RA/MA x 100, and similar statistics. The writers argue that over- and under-achievement best defined in terms of regression equation based on IQ scores. Defined in this way, reading ability would follow a normal distribution, over- and under-achievement occurring with roughly the same frequency. However the figures showed a departure from normality in that gross under-achievement in reading occurred at well above the expected frequency at the lower end of the curve. i.e. there was a meaningful group of children with specific reading retardation not explicable simply in terms of the bottom of a continuum. Isle of Wight 9 9 year olds 4.37%, expected 2.28%. (Tests used: NFER, NV 5 or 3 for non-verbal intelligence, for reading comprehension SR1, NS6 or SR 'A')

ARTICLES ON READING

BAIN, M. (1974) 'From speech to print', **Rem. Educ.** 9 (1), p. 21-24.
Short account of Open University Reading Development Course study with a secondary, retarded boy using a language-experience approach and other teaching procedures, building on the pupil's knowledge of language.

BEARDESLEY, G. and WRIGHT, E. (1974) 'Comparative reading'. **Reading,** 3 (2), p. 27-32.
Considers 'comparative reading' as a means of extending pupils' reading skills, defining this in terms of reading a wide range of source material in relation to specific topics, problems and attitudes and comparing the information thus gained with the experiences and attitudes of the child or children doing the reading. The writers suggest that by using a comparative and co-operative reading programme at this stage of pupils' schooling, they will become thoughtful and critical readers, capable of showing tolerance and understanding of the other man and his point of view.

BLISHEN, E. and FOSTER, J. (1974) 'Books for the older backward reader: Part One', **Where,** 98 (Nov.), p. 340-342.
Thoughtful account by Edward Blishen of the image conveyed of backward readers by the books written for them. He discusses the impact of particular series and comments favourably on **Club 75** titles, **Tempo** books, Joan Tate's **Varieties** and the older pupils' books in **Breakthrough**. John Foster then discusses some readers and retold classics, in the main critically, although he recommends the 'Modern' series of the Kennet Library books, which are adaptations of several well-known non-fiction books.

BURKE, E. (1974) 'Pitfalls in reading research', **Gazette** (University of Manchester), No. 19 (Summer), p. 28-33.
Discusses control versus applicability in reading research; i.e. what is possible in the classroom situation compared to the laboratory setting. Then the way in which the population is defined in studies and therefore the applicability of the findings; the selection of stratifying variables (how far are independent variables independent) and regression difficulties; the choice of criteria, as for instance in defining 'success' of a particular technique or method – do you use test results only or consider changes of attitudes or interests.

CASHDAN, A. (1974) 'Reading schemes: The snags behind each method', **Where,** 98 (Nov.) p. 336-339.
Account intended for parents of main advantages and disadvantages of different approaches used in schools. Discusses five categories: 1) look-and-say using commercial schemes; 2) phonic using schemes and apparatus; 3) i.t.a.; 4) colour approaches; 5) experience approach, in particular **Breakthrough.**

COLEBOURN, R. (1974) 'Time, money and school libraries', **The School Librarian,** 22 (2), p. 126-129.
Originally published in **Education,** gives the results of an investigation into the state of libraries in secondary schools, carried out in 1972-73 before present financial cut-backs, in four boroughs and five counties in widely separate areas of England and Wales. Replies from 216 schools. Gives books per pupil and money spent per pupil on library stock; e.g. One LEA's average sum per pupil was £0.18 for the year. Also information on the time allowed for library work in the schools.

COLLINS, J. (1974) 'The remedial teacher's banner with a new device', **Rem. Educ.,** 9 (3), p. 121-124.
Based on lecture given by Dr. Collins to an audience of local remedial teachers. He makes a plea for remedial teachers to have confidence in their own understanding of individual children's difficulties and how to deal with them. Refutes the idea that the untrained counsellor can deal successfully with backward readers or the untrained tutor with adult illiterates. Outlines the elements in the school system which can lead to failure and points out the weaknesses of a number of tests used in remedial work. (Intelligence measures, reading, EPVT, Reynell, ITPA, etc) and describes the value of observation techniques and criterion-referenced tests.

COTTERELL, G. (1974) 'Suggestions for helping the dyslexic child in the ordinary classroom', **Dyslexia Review,** No. 11, p. 15-17.
Outlines way in which supportive help can be given to a dyslexic child by means ofacher in the day to day life of the classroom. Describes tasks which will be difficult for the pupil and how teachers can be aware of these problems. Article ends with a practical list of suggestions on how to help from a ten-year-old dyslexic.

DAVIES, J. (1974) 'Dyslexia: A mother's account', **Where,** 92 (May), p. 154-156.
Mother's account of the distress to herself and her children resulting from slow recognition by the school of children's perceptual difficulties.

DOWNING, J. (1974) 'Some curious paradoxes in reading research', **Reading**, 8 (3), p. 2-10.
Looks at four apparent paradoxes – early letter name knowledge correlates highly with later reading ability but success not ensured by teaching beginners the letter names; that some backward readers have better visual discrimination than normal children; that learning to read in two languages seems to be easier than learning in one; that it is easier to learn to read in two different alphabets than one. Explains these findings in terms of children's though processes, and how they learn the code element in the reading process, and to understand this young children need ways of thinking about the reading process which relate it to their existing knowledge of the speech process (dialect or first language).

GROFF, P. (1974) 'Sight words: the Humpty Dumpty of reading instruction', **Reading**, 8 (3), p. 11-16.
Article by an American Professor attacking the idea of recognising sight words by their overall shape or configuration, and the slowness with which teachers have become aware of the research about the cues which children themselves use to recognise words. Mentions a study of a well-known list of high frequency words he carried out, which showed that 238 words had 87 different word shapes, about half of which represented one word each; so about only one in five of the words on this basic word list had a unique shape, common to no other word on the list.

HEEKS, P. (1974) 'Finding good non-fiction', **Where**, No. 90 (March), p. 76-78.
Useful article on reference, information and project books and points to consider when choosing these. The writer draws upon her experience as one of the judges in the TES competition for the junior information book award.

LANE, D.A. (1974) 'A functional approach to persistent reading failure', **Rem. Educ.**, 9 (3), p. 130-131.
Account of soon to leave secondary pupils, who were given a programme which ensured that they had success. Over four month period gains of six months to three years reported on Schonell G.W.R. Test. Stresses the need to assess not only the pupil but also the learning situation itself, so that effective efforts can be made to overcome established patterns of failure.

MARDLE, K. (1974) 'Positive policy for literacy', **Reading**, 8 (1), p. 21-26.
The writer was a remedial teacher who became very conscious during her work that many of her pupils were not 'remedial cases' but just had not had enough sustained and systematic help, despite the great efforts and good intentions of their class teachers. When she became an infant school head, she determined to provide the slower learning children with the sustained help she considered that they needed, and the article describes the various ways in which this aim is achieved in her school.

MAXWELL, J. (1974) 'Towards a definition of reading', **Reading**, 8 (2), p. 5-12.
The writer discusses different definitions of 'reading' and outlines three elements which he suggests should be named Reading C (Content – statements about what is being read, the intention of the writer, etc.); Reading R (Reader – statements about the characteristics of the reader, their experience, knowledge, etc.) and Reading P (Process the way in which the reader understands the message and its content). He then goes on to discuss different models of reading and the extent to which they are concerned with these different elements, and to outline the stages in acquiring the reading skill and how the activity at each stage involves these elements in different combinations. He then cites data from the SSRC study teaching reading in Scotland in which he is concerned to show that the aims of the teachers in the study could be analysed in relation to these elements; e.g. Teachers of younger pupils tended to define reading more frequently as Reading P. or skill definition terms.

MILES, T.R. (1974) 'World Congress on Dyslexia', **Dyslexia Review**, No. 12 (Winter), p. 5.
Very short account of the first international conference held at Rochester, Minnesota, November 7th - 10th, 1974, being the occasion of 25th anniversary of the founding of the Orton Society. Some 1,600 people attended and Dr. MacDonald Critchley gave the opening address.

MILES, T.R. and WHEELER, J.J. (1974) 'Towards a new theory of Dyslexia', **Dyslexia Review**, No. 11 (Summer), p. 9-11.
The writers suggest that difficulty over orientation and the directional confusion which are usually considered to be one of the main characteristics of the dyslexic should be considered as a particular manifestation of a more general limitation: the inability to retain a complex 'load' of informational material over time. They cite examples from their own experience with such children and from selected references in the research on dyslexic children. Although not denying the importance of cerebral dominance they consider that too much attention has been given to this factor in the research and that more progress would be made by studying the limitations involved for the dyslexic by reason of their poor information processing abilities, based on a constitutional abnormality of some kind, and by exploring the complexity of stimulus material and the time intervals over which such material can be recalled by these types of children.

MOON, C. (1974) 'Teacher training and children's fiction', **The School Librarian**, 22 (1), p. 6-10.
Summarises the findings of a pilot survey into the extent of training in the selection, uses and criticism of children's fiction in initial training of teachers. Questionnaires sent to 72 probationers in the Bristol area, 69% return; also contacted three Colleges in the same area, asking about their provision of courses. Answers were mainly from junior, women teachers, but on the basis of this limited sample the writer concluded that courses were being provided which guided teachers' children's fiction choices.

NAIDOO, S. (1974) 'The teaching and management of dyslexic children', **Dyslexia Review**, No. 11 (Summer) p. 12-14.
Written by the former director of the Word Blind Centre, this article deals with the value of the remedial teacher having as much information about a pupil's difficulties before starting to help the child, so as to avoid finding the right technique by trial and error methods, which do nothing for the pupil's level of confidence. She favours a multi-sensory approach and believes in pupils being given remedial help well beyond the stage of acquiring a reading age of nine, when so often they are considered to be able to cope in ordinary classroom situations.

NEWBIGIN, E. (1974) 'Child development and reading ability', **Rem. Educ.**, 9 (2), p. 84-86.
Remedial teacher in a comprehensive school describes the provision for play and reading which she makes in her work with the slow readers.

NEWTON, M. and THOMSON, M. (1974) 'Towards diagnosis of dyslexic-type language difficulties', **Dylexia Review**, No. 11, p. 18-22.
Describes the pattern of presenting symptoms believed to constitute a 'category' of behaviours appearing to be related to an underlying psycho-motor organisation not favouring the acquisition of consistent ordered symbolic learning. All the symptoms described need not be present, nor need to be present in an extreme degree. The Aston Index is then described, an instrument in three parts being developed to detect children of this type. It is now in the process of being validated and the follow-up data on prediction is to come from a longtitudinal study lasting several years.

PARKER, J. (1974) 'Some assumptions regarding published remedial readers', **Rem. Educ.** 9 (2), p. 73-75.
Continues his analysis of vocabulary control in readers, looking particularly at the element of overlapping vocabulary from book to book in schemes, including those intended for use with slow learning secondary pupils. Only found three schemes which covered a three year reading ability age range, which were not designed for use with infants. e.g. **Adventures in Reading, Progress Books**, and **Racing to Read.**

PERERA, S.H. (1974) 'Words children find difficult to read', **Rem. Educ.** 9 (1), p. 40-42.
Considers "function' words (structure, form or closed system words) whose chief function is to show the grammatical relationship between parts of a sentence rather than to convey information. Discusses eight reasons why these words are difficult for young children. Cites as words causing special difficulty **the, this, that, there, their, these, those,** all involving 'th' sound, which young children do not find easy to enunciate.

RABAN, B. (1974) 'Models of "learning" and "teaching"', **Reading**, 8 (3), p. 17-23.
Describes a learning model (TOTE system) based on information processing which can be compared with the models of learning to read presented by Frank Smith and Kenneth Goodman. Draws attention to the role of categorisation and the teacher's feed-back function in the early stages of acquiring the skill.

ROBERTS, G. (1974) 'Reading: Six to nine', **Education 3-13**, 2 (2), p. 108-115.
Continuation of a series on reading, in which the writer concentrates on the transition from the child's introduction to print to his interpretation of textual material. The writer argues that the pupil's ability to extract meaning from material has to be actively and systematically promoted. Emphasis is placed on the development of pupils' understanding of semantic and syntactic clues, and training in various styles of reading which are appropriate to the task in hand.

ROBINSON, R.A. (1974) 'Reading skills and the tape recorder', **Reading**, 8 (3), p. 28-35.
Account of using tape recorder with a class of twelve-year-olds to develop a wide variety of reading skills. Discusses in detail the reading sources consulted and the skills used in preparing book reviews, taping interviews, dramatising historical incidents, preparing biographies of real or fictional characters, or making tapes on a particular hobby.

TRIMBLE, N. (1974) 'Long term remedial help', **Reading**, 8 (1), p. 27-35.
Account by a remedial teacher of her sustained work with a group of 15 delicate and maladjusted children. Describes in detail the slow progress made by some of these children and makes a plea for remedial teachers to respect the 'fallow' period in learning when children appear to make little or no progress but continue to need help and encouragement. Sometimes such periods may allow pupils to come to grips with their emotional problems, and subsequently they begin to make progress when they have the time and mental energy to concentrate on the complex task of learning to read.

TUCKER, N. (1974) 'The pick of the story records', **Where**, 90 (March), p. 85-87.
Discusses the range of material now available on records and makes suggestions about less familiar titles, some of more interest to older pupils.

TUCKER, N. (1974) 'Books for the backward reader: Part Two', **Where**, 99 (December), p. 360-361.
On the assumption that most backward readers are boys, and that they tend to be increasingly interested in technical subjects, looks at information books suitable for older, backward readers. Discusses particular examples of difficulties in this type of material and finally recommends two series **They were First** and **Famous Ships** (Oliver & Boyd) for their straight forward story telling in simple prose.

VINCENT, D. (1974) 'Reading ages and NFER reading tests', **Educ. Res.**, 16 (3), p. 176-180.
Criticises the use of reading ages because of the ambiguity in the computational methods used for determining the average reading 'age' (usually the median, not the mean); for the tendency for the RA to become a fixed property of the pupil rather than an estimate of his standing, relative to time of testing and choice of test; for assuming that the relationship between age and reading development is perfect, following a linear development (i.e. effects of length of schooling, number of hours devoted to reading instruction, reading 'drive' at different school stages, etc). Concludes by discussing problems associated with using 'Reading Quotients' and designating children as 'underachievers'.

WAITE, C. (1974) 'Presenting stories to young children', **English in Educ.**, 8 (2), p. 44-55.
Discusses the criteria for selecting stories and the importance of variety. Practical advice about how to introduce stories and suitable follow-up activities. Concludes with a short list of audio-visual and paper-back versions of children's books.

WALL, W.D. (1974) 'Libraries as resources in schools', **The School Librarian**, 22 (2), p. 117-125.
Presidential Address at the Annual Conference of the School Library Association, on 3rd January, 1974. Professor Wall outlines the elements in library planning which appeal to young children and emphasises the importance of organising learning experiences for children. He suggests that access to book and resource collections should be made as easy as possible and that the way in which such materials are organised reflects the organisers' own thought processes . . . "the heart and soul of a resources collection . . . lies in the structures of thought it exhibits, in the creative associations it provokes and in the opportunities for training the young learner in how to learn and think it provides".

WENDON, L. (1974) 'Sounds and symbols: resolving the arbitrary factor', **Reading**, 8 (2), p. 13-18.
The writer describes her **Pictogram System**, a remedial technique originally developed to overcome difficulties of slow readers and spellers, using 31 basic pictures for the 26 alphabet sounds plus the five vowel names. Picture story links with the letter symbols make for more meaningful letter sound associations according to the writer, and also help children to look more closely at the discriminating details of letter shapes and develop correct letter form orientation and left to right scanning. The system also helps with letter combinations.

JOURNALS AND PERIODICALS REFERRED TO IN THE PREVIOUS LISTS

BRITISH JOURNAL OF EDUCATIONAL PSYCHOLOGY issued by the British Psychological Society and the ATCDE. Scottish Academic Press.

BRITISH JOURNAL OF PSYCHOLOGY, Cambridge University Press.

DYSLEXIA REVIEW, from The Editor, Cambridge Cottage, Broadway, Laleham, Staines, Middlesex TW18 1SB.

EDUCATION 3 - 13, William Collins & Sons Ltd., Glasgow.

EDUCATIONAL RESEARCH, NFER Publishing Company Ltd., 2 Jennings Buildings, Thames Avenue, Windsor, Berks SL4 1QS.

ENGLISH IN EDUCATION published by the National Association for the Teaching of English in association with Oxford University Press.

READING published by the United Kingdom Reading Association, Hon. Secretary S.V. Heatlie, 63 Laurel Grove, Sunderland, Co. Durham, SR2 9EE.

REMEDIAL EDUCATION published by the National Association for Remedial Education, Longman Group Ltd., Journals Division, 43-45 Annadale Street, Edinburgh EH7 4AT.

THE SCHOOL LIBRARIAN, the journal of the School Library Association, SLA, 29-31 George Street, Oxford OX1 2AY.

WHERE information on education from Advisory Centre for Education, ACE 32 Trumpington Street, Cambridge.

(The Centre can provide photostat copies of single articles from most of these publications at 5p per page + postage. Because of limited office assistance correspondents are asked to limit requests to one article per request).

BOOKS ON TEACHING READING AND DEVELOPING READING TASTES

(Some book titles appear in the section on research. Where a book deals mainly with the reporting of a particular experiment or survey, it has been noted in the research section).

CONGDON, P.J. (1974) Phonic Skills and their Measurement, Basil Blackwell, Practical Guides for Teachers, 31 pages. £0.35. 0 631 94140 1.
Short booklet outlining the various views on the importance of phonics, relating this skill to children's stages of cognitive development. Describes ways of measuring phonic skills, critically evaluating four American tests and Schonell's Test R5, the Daniels and Diack tests dealing with phonics, the supplementary Neale tests, and the Carver Word Recognition Test, the latter being considered the most satisfactory for providing useful diagnostic information. Concludes by describing the advantages of a nonsense word test for measuring phonic skills, and the background to the designing of the Swansea Test of Phonic Skills, with which the author was concerned.

DEAN, J. and NICHOLS, R. (1974) Framework for Reading, Evans Bros., 95 pages. £2.80. 237 28849 4.
Check Lists: Framework for Reading, £3.00 237 29109 6.
An analysis of the skills and knowledge needed for reading, with suggestions for their development in children. Also includes examples of suitable check lists, which can be used for structuring teachers' observations. These are available separately as printed spirit duplicating masters. Book and lists particularly useful for infant teachers and those concerned with remedial work.
Dyslexia – The Child and the Teacher, report of the Conference convened by the British Dyslexia Association at Churchill College, Cambridge on 21st September, 1974. Report issued by the Information and Research Service of the British Dyslexia Association. For details of cost and to order, write to Beryl Wattles, Lucy Cavendish College, Cambridge,CB3 0BV.
Speakers included Professors Miles and Zangwill, Dr. White Franklin, Mrs. Margaret Newton and Mrs Sandhya Naidoo.

GILLHAM, W. (1974) Teaching a Child to Read, University of London Press, 66 pages. £0.60 0 340 17164 2.
The writer, a teacher and an educational psychologist, outlines an instruction programme for children aged seven to eleven, who have not started to read or who possess only a few sight words and need systematic phonic work. The programme is planned to take about eighteen months, slow but sure progress being made, with the adult providing plent of praise and encouragement. The programme starts with making the pupil's own reading book based on the child's interests and own language patterns. It could be used by parents or secondary pupils helping slow readers, but the writer makes clear the dangers of progressing with the programme if it causes strain or tension in either the child or the helping adult.

GODDARD, N. (1974) Literacy: Language-Experience Approaches, A Language Project Language Guide, Macmillan, 144 pages. £0.90. 333 12976 8.
Describes the rationale of language-experience approaches and compares them to other learning to read approaches. Cites examples of successful practice in schools, and describes how three teachers encouraged, each in their own way, children to develop their literacy skills through this approach.

LANSDOWN, R. R(1974) Reading: Teaching and Learning, Pitman, 138 pages. £0.90 (paperback). 0 272 25237 2.
Written by a psychologist, this book is intended as an introduction for students and others interested in teaching reading. Includes interesting chapter on the history of reading and writing as well as a useful section on remedial reading. Author seems to have collected a lot of relevant information from various sources and the book is written in a simple, easy to read style, with illustrations and examples cited from the writer's own experience.

McCULLAGH, S. (1974) Into New Worlds, Hart-Davis Educational, 160 pages. 0 247 1254 90.
Written by the writer of the Pirate Books and the reading scheme **One, Two, Three and Away,** this book sets out to explain to students and newly qualified teachers the main elements in a reading programme, which uses children's interests and actively encourages their imaginative powers. Each chapter concludes with notes and suggestions for further reading. Although there are sections on helping the late starter and how to develop reading skills, the book is probably most enlightening in regard to the establishing of literacy skills. Photographs and diagrams but not index.

McKEARN, P. (1974) Reading: A Basic Guide for Parents and Teachers, Routledge and Kegan Paul, 160 pages. £1.25 0 7100 7424 7.
Simply written book by a nursery and infant inspector, which deals with language development, reading readiness, children's familiarity with symbols, visual and auditory discrimination, the main teaching methods, and techniques in regard to writing and spelling. No bibliography or index tends to be a drawback, but there are line illustrations and diagrams.

MOSS, E. (1974) Children's Books of the Year 1973, Hamilton and National Book League, 155 pages. £1.10. 241 89025 X.
Annotated list of some three hundred titles, which is also the catalogue for a travelling exhibition of this title. The introduction provides excellent coverage of current developments in children's books.
People with Dyslexia – report of a working party commissioned by the British Council for Rehabilitation of the Disabled under the chairmanship of Dr. John Kershaw, available from REHAB, Tavistock House (South), Tavistock Square, London WC1H 9LP, 161 pages. £2.00 0 902358 01 4.
A working party was set up on 15th May, 1969 with the following terms; (a) to investigate the needs of the dyslexic adult; (b) to study the means of meeting these needs; (c) to make recommendations. Witnesses gave oral evidence or submitted written evidence. The report starts with a description of the disability involved for the young dyslexic and then lists the problems experienced by the adolescent and young adult dyslexic, including a consideration of the relationship between reading difficulties and delinquency. The report then goes on to consider the causes of dyslexia, its prevalence and prevention. Two questionnaire surveys in 1969 and in 1972 are referred to in regard to the prevalence of dyslexia. (The latter produced answers from 57 LEAs). The identification of dyslexia is considered in regard to the early years, the time at school, and in adult life. Remedial work with children and adults is outlined and an account is given of the present provision of remedial services. Suggestions are made regarding the training of teachers and the report finishes with a list of 45 recommendations grouped under eleven headings, which include identification, help for the adult dyslexic, dyslexia and the examination system, and forms of remedial help. Appendices includes case histories and an extensive bibliography.

SCHONELL, F.J. and GOODACRE, E.J. (1974) The Psychology and Teaching of Reading, fifth, revised edition, Oliver and Boyd, 233 pages. £1.75 (paperback) 0 05 002612 7.
New edition and heavily revised to include research findings and developments since the last edition. All lists of materials and books revised and brought up to date, including those on books for children at different stages of development, schemes and series for older backward readers, tests and language development programmes.

STOTT, D.H. (1974) The Parent as Teacher, University of London Press, £0.75. 0 340 18072 2.
Describes games and materials which teach children how to use their minds, develop patience and learn how to learn. Provides information for parents and teachers as to how to help apparently retarded children to develop their abilities, and includes a chapter on the development of reading skills.

TROWBRIDGE, N. (1974) The New Media Challenge, A Language Project Language Guide, Macmillan. 119 pages. £0.90 333 13079 0.
Clearly outlines a wide range of audio-visual aids and their uses, some of which can be related to reading instruction. Includes information about the use of tape recorders, the development of listening skills, reading programmes on radio and television, uses for magnet boards, and the Language Master and Audio Page. Contains a number of clear drawings providing useful details.

WALKER, C. (1974) Reading Development and Extension, Ward Lock Educational, 136 pages. £1.40. 0 7062 3364 6.
Mainly intended for the junior and secondary teacher, the writer outlines a planned programme for developing reading skills and fostering enjoyment of reading. The book includes an explanation of SQ3R techniques and the development of reading comprehension through prediction and deletion exercises. The writer outlines the use of reading labs and the individual reading interview, and includes a chapter on remedial reading which explains clearly how to set about helping a non-reader by starting with his own language and interests. The fourth section of the book deals with the organisation of reading development and extension, describing the various agencies which can contribute, e.g. each stage of schooling, the LEAs, the publishers, the teacher trainers, etc.

WATTS, L. and NISBET, J. (1974) Legibility in Children's Books – A review of research, NFER Publishing Company Ltd., 104 pages. £2.25 85633 034 5.

Reviews research in the field of typography as it affects children's books, set in the context of recent researchers in reading, in particular Frank Smith's view of the reading process. Provides information on the range of conditions which make for acceptable standards of legibility, e.g. that apart from the superiority of black print on white background, green on white for instance is considerably more legible than red on green or black on purple. Study concluded that reader's attitudes and motivation towards printed material is more important than typographic factors; however the writers considered research accumulating which should be familiar to teachers and publishers, to guide them in decisions about choice of reading materials. The book leaves the reader doubtful of the extent to which relevant variables can be controlled in this type of research. Glossary, guide to main research sources, and an extensive bibliography. No index.

BOOKLETS AND BROCHURES

CENTRE FOR THE TEACHING OF READING **Provision for Reading** by Elizabeth Goodacre. 20 pages. £0.25. Revised edition of the 1970 investigation carried out by the Centre into facilities provided by LEAs in England and Wales. **Secondary Test Comparison** – a comparison of three group reading tests in surveying the attainment of first year secondary children. By Ruth Nichols, 13 pages. £0.15.
Helping your Child to Read by Ruth Nichols. 20 pages. £0.50. Intended for parents to use at home, or for students and less experienced teachers looking for ideas for games and reading aids for beginners or for remedial pupils.
Reading Skill Acquisition by Bridie Raban, 18 pages. £0.25. Companion booklet to Cliff Moon's 'Individual Reading'. Intended to help teachers grade and colour code a comprehensive selection of reading games, tapes, slides and support materials.

HELEN ARKELL DYSLEXIA CENTRE, 14 Crondace Road, London SW6 4BB. Each booklet £0.50 + .08 for postage.
Dyslexia: Introduction – A dyslexic's eye view, by Helen Arkell. 25 pages.
Dyslexia: Motivation by A. Ackerman. 13 pages.
Dyslexia: Books for the Dyslexic, by P. Hardwick. 18 pages.
Dyslexia: The problem of spelling, by J. Pollock. 20 pages.
Dyslexia: The problem of handwriting by E. Waller. 20 pages.

LIBRARY ASSOCIATION COUNTY LIBRARIES GROUP. Attitudes and Adventures – Readers guide to books on (4th edit.) New Series No. 134. £0.25.
Obtainable from H.I. Hammond, Hon. Publications Officer, County Library Group, Column House, 7 London Road, Shrewsbury, Salop SY2 6NW.

NATIONAL BOOK LEAGUE, 7 Albemarle Street, London W1X 4BB.
Background to Children's Books £0.35 + postage.
Basic Reading Schemes £0.45 + postage.
Teaching Reading £0.35 + postage.

OPEN UNIVERSITY PRESS
Reading Development: using the literature by Sheila Dale. £0.50. Guide prepared by the reading development team at the Open University and intended to enable students to use the literature and libraries to extend their studies.

THE SCHOOL LIBRARY ASSOCIATION, Victoria House, 29-31 George Street, Oxford, OX1 2AY, **Children's stories:** fiction, verse and picture books for the primary and middle school. £1.40, members £0.90. 900641 20 7. Sections of an earlier book list 'Books for Primary children', covering fiction and verse up-dated, pruned and expanded to form a self-contained publication. Paperback editions have been noted.
Looking at London: books and other media for the primary and middle school £0.75, members £0.50. 900641 22 3. London branch members of SLA selected 200 items, mainly books but some pictures, slides, films and recorded music – to present London past and present to primary school children – includes folding map.
Recent Primary School Books: a third select list. £0.25 900641 21 5 Selected from the 1973 'The School Librarian' book reviews.

YOUTH LIBRARIES GROUP OF THE LIBRARY ASSOCIATION, from Mrs. J. Elkin, Central Children's Library, Paradise, Birmingham, B3 3HQ. 25 pages £0.35.
Read us a Story. Useful guide by J. Mears and A. Parker for stories to read aloud to children 7-13 years, which was compiled by these two children's librarians with help of teachers in the Home counties and London. Annotated list, comments from teachers and children, and an author index suggests suitable age groupings for all the stories.

WEST SUSSEX COUNTY COUNCIL Published by and available from the Education Department, County Hall, Chichester. £0.20 each.
Reading Schemes 27 pages. Describes some 197 schemes and series, giving reading age of books and titles within series. Contains a useful introduction on reading materials and the way in which this particular county's remedial service graded the sets of readers known to be used by schools.
Teaching Non-Readers 13 pages. £0.20. After describing reading as a composite skill which can be split into three areas (a) visual/motor (b) auditory/speech and (c) sequencing; suggests training techniques and exercises for the development of these contributory skills.

RESEARCH PROJECTS

SCHOOLS COUNCIL

Professor E.A. Lunzer	1973-76	Progress report
University of Nottingham	£30 000	The effective use of reading.

Project centring on pupils in last year primary school and first and fourth in secondary. The first two age groups chosen to study the new demands that are made on transition to secondary school, and how pupils respond. Eight secondary schools and twelve primary schools now working on project, in regard to different areas of the project. Includes diagnostic tests being devised to measure reading ability and comprehension, with particular reference to word knowledge, simple inference, extracting principal headings, following logical structure, interpreting obscurities, critical ability and evaluation. Also all local education authorities circulated to discover what strategies being used in teaching higher skills of reading, examples of good practice to be followed up. Study of readability, with special reference to the practical question of how to assist teachers in assessing readability of tests. 'The study of reading skills and strategies' by Dr. P. Allman has been produced as a discussion document for teachers' study groups. Experimental study of effects of SRA reading courses on reading ability of average and above average children is underway with some 1,300 children. (Reference: Sch. C. Report EN 10 01 R July, 1974).

Mrs. Vera SOUTHGATE BOOTH	1973-76	Progress Report
Manchester University	£36 000	Extending Beginning Reading

Activities undertaken during first year (a) classroom observations and work with individual children by team in variety of schools; (b) more general investigations carried out on a large scale by members of a teachers' reading research group. Observations made in 18 schools from 6 LEAs, involving 70 teachers and some 300 children. Observation schedule designed, tested and discussed and expected that final version will enable accurate observations to be made on which reading skills are being taught, how they are being taught, and how children are using them for different purposes and in different situations. Teachers' reading research group recruited 440 volunteers, made up of teachers from 119 schools, drawn from 14 LEAs. Members were asked to suggest those outcomes of the project which they thought would be of most practical value to teachers. Other work included identifying 'average readers' in the 7-8 and 8-9 age groups and making preliminary assessments of their reading attainments. Results already received from this larger teachers' group refer to more than 3 000 children. (Reference: Sch. C. Report EN 07 02 R July, 1974)

Curricular Needs of Slow Learning Pupils Project. The report of this project will examine work undertaken with slow learning pupils, and will include a section on reading.

SOCIAL SCIENCE RESEARCH COUNCIL

Professor R.J. AUDLEY &	1974-75	Progress Report
Dr. R. MALIPHANT	£7 496	Discrimination problems within and across two
Psychology Department,		modalities of good and backward readers.
University College, London		

Aims; (a) to investigate components of reading as a process; (b) to compare children varying in reading skill in terms of their performance on tasks which emphasise certain of these components. Results from pilot study suggest that even most elementary level of letter recognition and identification, real differences exist between boys, (8-9 years) who vary in reading competence. Yet to be determined whether these differences are associated with visual discrimination, learning letter names or possibly to generally slow visual processing rates. Although auditory discrimination also generally accepted as a further important aspect of early stages little evidence on how child intergrates visual forms of letters to their corresponding spoken sounds. Learning and recall of letter sounds obviously important in this context together with the blending of sounds into recognisable words. Project planned to examine problems of both cross-modal integration and memory, in addition attempt will be made on the basis of findings to devise and apply specific remedial procedures.

LEVERHULME TRUST FUND		*New*
Dr. J. HOWE,	1974-77	Study of remedial teaching of arithmetic and reading
Edinburgh University	£26 700	using computer-based methods.
DEPARTMENT OF EDUCATION		*New*
AND SCIENCE	1974-77	Evaluation of reading materials and the setting up of
CENTRE FOR THE TEACHING	£22 950	a reading research register.
OF READING, School of Education,		
University of Reading		

If you are concerned with research into reading for a higher degree, diploma course or B.Ed. degree and would like details of your project or study to be included in the national READING RESEARCH REGISTER being established at the Centre for the Teaching of Reading, please write for a form to record details to:

Dr. Elizabeth Goodacre (Reading Register)
c/o The Centre for the Teaching of Reading,
29 Eastern Avenue,
Reading, Berks. RG1 5RU.

Dr. Goodacre would also be interested to have details of past or present work in reading or related fields such as children's language development, which would be relevant to the establishment of this research register.

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